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ABSTRACT

Intended for workshop planners, the document offers guidelines to organizing and designing a family education workshop or inservice program for families of developmentally disabled individuals. Section I focuses on steps in developing a family education workshop including identifying needs, determining goals and objectives, organizing the program, assessing the barriers, appraising apparent and potential resources, and evaluating the workshop. A second section offers guidelines for planning a parent and a sibling workshop. Included are evaluation instruments, charts, and forms. (SBH)

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Planning Family Education Workshops: A Guide for Serving the Developmentally Disabled

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FOREWORD

Family education is considered an inherent part of any service that an agency offers to individuals who are developmentally disabled. For the most effective results, the program requires a well-informed staff working in concert with those families. This can be accomplished through inservice training programs. Planning is the key to effective inservice programs. It is the focal activity which unites theory with practice and places both within the proper context of time and resources. This document presents a plan for the organization of all the elements essential for a good training program or workshop.

It is suggested that workshop planners consider this document only as a guide in organizing and projecting a design for their own family education workshop or inservice program. This should be in conjunction with the particular needs of their locality, other educational activities being conducted, and their future aspirations.

The Joseph P. Kennedy, Jr. Foundation is proud to have been involved in this program. We hope it will be of assistance to you as you provide needed services to the Developmentally Disabled.

Eunice Kennedy Shriver

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Section I

PLANNING A FAMILY EDUCATION WORKSHOP

In order for your organization to be effective in obtaining the support and participation of families, systematic planning is essential.

Information in this section is provided specifically for persons in education, community agencies, and private organizations who are interested in planning conferences, seminars, or inservice programs dealing with any aspect of education for members of a family of a person with a developmental disability.

The most essential work of the planner is done in the organizational phase. Workshop planning is a time consuming task in which attention to detail is extremely important. Although each planning consideration is treated separately, it must be stressed that all areas are being planned simultaneously. A detailed game plan enables you to prepare for an outstanding workshop. You will find the following subsections helpful in developing your plan of action:

Subsection A: Identifying the Needs

Subsection B: Goals and Objectives

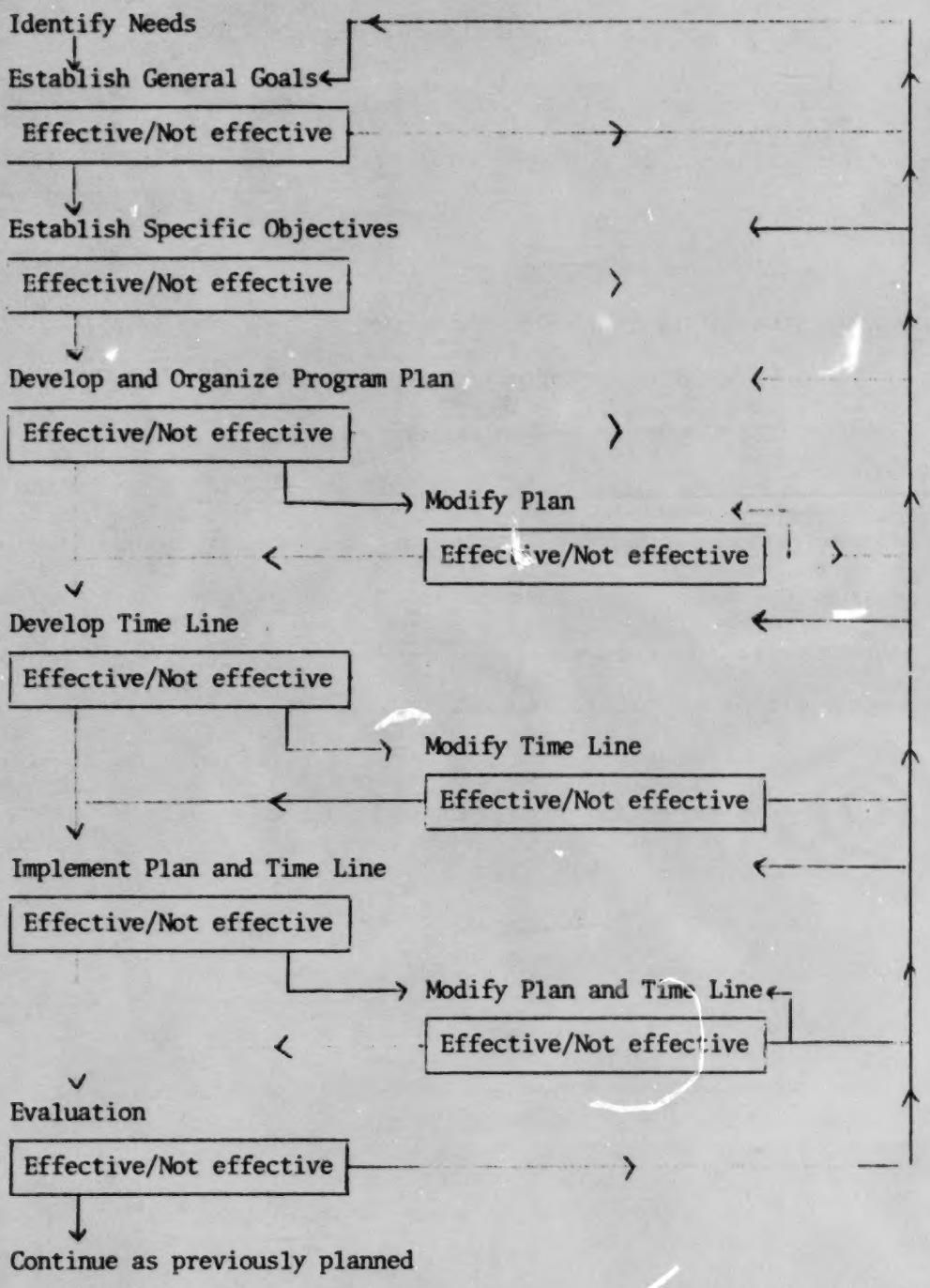
Subsection C: Organization of the Program

Subsection D: Assessing the Barriers

Subsection E: Appraising Apparent and Potential Resources

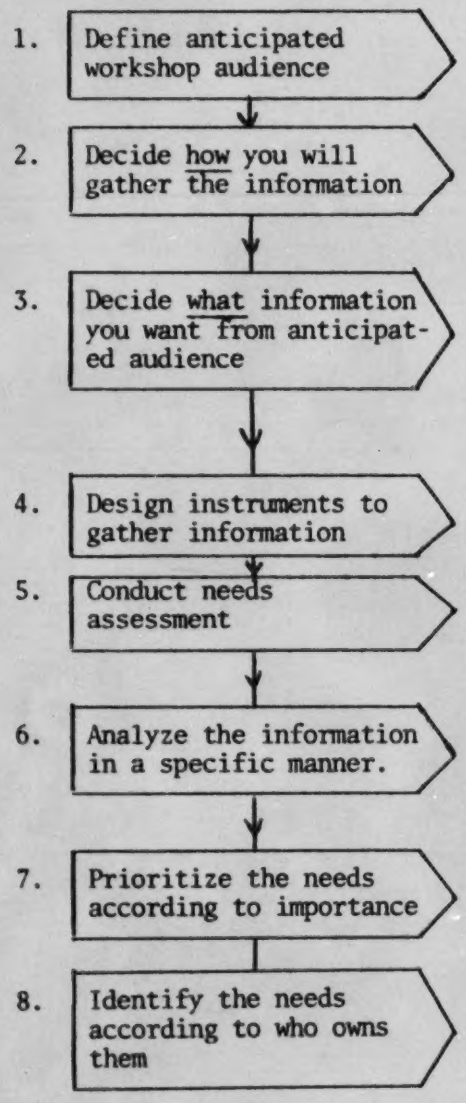
Subsection F: Evaluation

Development of a Workshop Plan



Section A. IDENTIFYING THE NEEDS

Often what is defined as a need will be first identified as a problem of the families you serve. As a key part of the workshop process, it provides the data that defines the problem and suggests the content of the goals and objectives of the workshop. Needs are identified by a process of gathering information.


1. Define anticipated workshop audience
2. Decide how you will gather the information
3. Decide what information you want from anticipated audience
4. Design instruments to gather information
5. Conduct needs assessment
6. Analyze the information in a specific manner.
7. Prioritize the needs according to importance
8. Identify the needs according to who owns them

Decide to whom your workshop will be addressed -- parents, siblings, professionals, or entire families.

This can be accomplished by a variety of methods: surveys by mail or phone, questionnaires, personal interviews, public polls, or direct observations.

This list of concerns your workshop might address could be endless. It is suggested the workshop planner narrow in scope the type of information he is requesting in order to be able to answer the concerns adequately in a workshop setting.

Refer to step 2 to decide what form should be developed for the method.

A time line would be helpful in tracking when the assessment was conducted, when it was returned, when it would be analyzed, etc. (See page for form).

Analysis of the results can be done in several ways:

- according to general topic areas
- according to persons involved

The needs must be ranked and those of highest priority selected before beginning the next stage of the planning process.

Do the needs belong to the: family, handicapped individual, service agency? Answering this question will insure that you have anticipated the chosen audience correctly and that the program you are planning will answer the needs suggested by the audience.

NEEDS IDENTIFICATION PLANNING SHEET

1. Who is your anticipated audience?	
2. How will you gather the information?	
3. What information do you want from the expected audience?	
4. Describe the instrument you will use.	
5. Define dates for collecting needs information.	
6. Describe how you will analyze the information.	
7. Prioritize the needs. Describe system you will use (ranking, etc.).	
8. Who owns the needs?	

Section B. GOALS AND OBJECTIVES

Have you selected the needs with the highest priority ranking? If you have then the next step in planning is to establish appropriate goals and workshop objectives:

GOAL: -- flows directly from selected need

-- is descriptive of the information or training the audience will receive.

-- translates the language of the need into general descriptive phrases.

OBJECTIVES: -- flow directly from the general goal

-- describe what participants must do to accomplish the general goal

-- are measurable. In a workshop if learning is to take place, participants will demonstrate it in some form as listing, writing, discussing, etc.

-- specify an acceptable level of performance. The participants of a workshop must demonstrate what they have learned according to a specific criterion. The workshop planner can then determine if he is reaching the audience through appropriate methods.

Example:

NEED: Parents do not have adequate knowledge of community resources available for their developmentally disabled child.

GOAL: Parents will learn what community resources are available and select those appropriate for their child.

Objective One: At the end of a one-hour session, parents will be able to describe with the aid of notes, the types of resources available in the community for developmentally disabled persons.

Objective Two: Given descriptions of services offered by community agencies, the parents will be able to match those services available to the needs of their child.

Well written goals and objectives strengthen the probability that the workshop you are planning will produce the desired results.

GOALS AND OBJECTIVES PLANNING SHEET

1. Determine number of high priority needs.	List needs: 1. 2. 3. 4. 5.
2. Write goals for each need in descriptive phraseology 3. Write one or two objectives for each Goal. The number of objectives will be determined in part by the time frame for the workshop.	List Goals and Objectives: 1.0 1.1 1.2 2.0 2.1 2.2 3.0 3.1 3.2 4.0 4.1 4.2 5.0 5.1 5.1

Section C. ORGANIZATION OF PROGRAM

When considering any inservice program, certain actions must be taken to assure success. Planning considerations include provisions for:

- Program topic
- Format of program
- Facilities
- Equipment and materials
- Personnel
- Publicity
- Exhibits
- Registration

Program Topic

The topic of your program should now be determined through your selection of priority needs, and consequently your choice of goals and objectives. Do the present goals and objectives as stated suit the audience you anticipated? Next you should select your time frames if you haven't already and proceed to choosing your format.

Program Format

Your selection of training formats is critical to achievement of goals and objectives. The workshop planner should insure that the training events address the three domains of learning: cognitive, motoric and affective. Following are suggestions of common formats designed for use in workshop or training sessions:

A. Brainstorming
B. Buzz sessions
C. Case study
D. Demonstration exercises
E. Exhibition of pertinent material
F. Interview
G. Informal question and answer sessions

H. Lecture presentations

I. On site visitations

J. Panel presentations

K. Simulation experiences

It is understood that completion of the objectives and your choice of formats will, in part, be determined by your time frames. A combination of various types of sessions makes the program more interesting. Another key to a successful program is active involvement by participants.

Choosing Facilities

Once the various sessions for the workshop format have been chosen, you can decide what type of facilities best suit your needs. You will need to make provisions for rooms and other program facilities in terms of the type of sessions, number of persons expected, and number of concurrent sessions. Provisions can also be made for refreshments at break period and luncheon facilities. If lunch is not provided, a list of restaurants and hotels in the area can be given to the participants. This is not only a nice convenience for the participants but it shows them that the workshop planners had their interest at heart.

Choosing Equipment and Facilities

A few hints on supplying equipment may help you avoid common pitfalls during a workshop session:

- Determine all audio-visual equipment ahead of time and make an Equipment Needs List
  Equipment may be rented or provided free of charge by a facility where you rent space.
- Anticipate that part of the audio-visual equipment will not work and provide extra slide trays, tapes, projector bulbs, and film reels. Test equipment beforehand.
- If ordering films, allow at least four to six weeks for delivery. Definitely preview the film before showing it and do any necessary repair work.

EQUIPMENT NEEDS LIST

Equipment Needed	Time	Location of Session	Session Leader	Returned

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A word about materials! All too often the participant is given volumes of material under the assumption that it is useful to the learning process. Any material which will be used in the workshop should be carefully planned and selected because it helps accomplish the objective. If it is voluminous, it would be helpful to the participants if they could preview it beforehand. Any materials that are supplementary such as readings or bibliographies are best distributed at the end of the workshop so that participants will not be burdened or feel overwhelmed.

Personnel Assignments

Two types of personnel need to be assigned responsibilities. First are the speakers or presentors. They should receive in writing the criteria, subjects, and format that is expected of them. As friendly as the workshop planner may be with the presentor, to put the expectations in writing will insure that the participants will receive what has been advertised and promised to them.

The second group is those individuals who will work with the workshop planner and may be assigned as session chairpersons, registration personnel, or behind-the-scenes workers. This type of planning of assignments can be easily accomplished with a Workshop Planning Sheet (see page).

Publicity for Workshop

If this particular workshop is to be publicized, you will need to decide what type of publicity to use. Your choices are probably as large as your community which would include radio stations, television stations, newspaper, or stores that would display fliers and brochures. A notice should be developed that describes the workshop, dates, subjects of the session key speakers and other pertinent information. It would perhaps be easiest if one individual or a small committee (2 or 3 persons) handled and kept track of the publicity. It would be the responsibility of that person(s) to keep track of publicity notices and follow-up on any errors or changes in format, schedules, etc.

Preparation for Exhibits

Exhibits are not necessary but do provide an added dimension for workshop participants. Participants can browse through them at break time and also learn of new material or resources which might not have been covered in the workshop. In planning an exhibit, it is helpful to have a person available to answer questions about the exhibits. Adequate time should also be allotted for participants to preview it.

Oftentimes, some material to be exhibited may be objectionable to the organization sponsoring the exhibit. A committee to screen the exhibits and rule out any objectionable ones may be considered. The workshop planner needs to:

- determine exhibit area
- determine capacity of exhibit
- determine hours of operation
- obtain tables, chairs, and other display materials
- establish set-up and take-down procedures
- determine what will be exhibited and the source of the materials (donations, commercial organizations, educational organizations, parent groups, etc.)

Registration Procedures

Your plans are now nearing completion and you should be ready to plan registration. The clerical staff may be assigned to handle the majority of this work. Your first step might be to put together registration packets to include:

-- an agenda
-- name tag
-- copies of workshop information on sessions, speakers, meeting place, etc.
-- hand out materials to supplement sessions and meet program objectives
-- pencils and note pads
-- list of restaurants
-- any professional materials as fliers, brochures, etc.

You may want to consider pre-registration if your anticipated audience is large. A registration area should be well identified by the participants and persons should be assigned to man the area at certain hours.

CHECKLIST FOR ORGANIZATION OF PROGRAM

1. List the topic of your program.

   What is your time frame for the workshop?

2. List the formats you have chosen to implement the objectives?

3. What types of facilities have you chosen?

4. Are equipment needs written on Equipment Needs List?

5. What materials need to be prepared for handouts?

6. Have you notified the presentors? Are they listed on Workshop Planning Sheet?

7. Have you assigned personnel to various responsibilities?

   Are they listed on the Workshop Planning Sheet?

8. List publicity to be carried out and who is to do it?

9. Will you be having exhibits?
   YES: Have you prepared for:
   - Exhibit Area?
   - Materials to exhibit?
   - Time to browse exhibit?
   - Person(s) to answer questions?

10. Have you selected registration site and personnel to man the registration booth?

11. List here and check off the contents of the registration packets you will provide.

WORKSHOP PLANNING SHEET

Time of Session	Session Title and Goals and Objectives	Speaker/ Presentor	Room Assign.	Equipment/ Materials	Personnel Responsible

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Section D. ASSESSING THE BARRIERS

In planning a workshop, ultimately barriers may present themselves and interrupt your planning sequence. Anticipating potential and actual barriers ahead of time can influence your planning effort; Areas which may present problems include:

-- architectural barriers

-- geographical isolation of families

-- transportation

-- interpreters

-- child care

-- family interest and motivation

-- staff interest and motivation

-- cost of workshop

In assessing these barriers, the suggestions and options listed below may prove helpful:

Architectural Barriers: Many barriers in architecture of a building itself present daily problems for the handicapped:

-- stairs instead of ramps

-- restrooms with no hand rails, raised toilets or wide doors

-- elevators with high buttons and doors that close quickly

There are, of course, many more barriers which are obvious to the eye if one but observes. The workshop planner should attend carefully to these details as it would insure the success of the program. Space in the front of the room should be available for persons in wheelchairs as well as tables should writing be necessary.

Geographical Barriers: Do several smaller workshops rather than one large one to accommodate "time availability" and/or geographic accessibility.

Transportation: Whether the workshop is being held for an urban or rural population, getting to and from the workshop may prove difficult. The workshop planner should arrange for various options if money and personnel

allow:

- Volunteer parents or a sponsoring organization may agree to provide transportation
- Car pools can be arranged through a central organizer. Have a phone number individuals can call and have the organizer provide the driver and routes.
- Charter a bus or arrange for a local school bus to transport. Remember the bus must be equipped for disabled individuals.

Interpreters: Individuals who are deaf or hard of hearing should sit on the first row and may need an interpreter for the deaf. This can usually be arranged through local agencies and/or schools serving the deaf. If lectures are the primary mode of presentation, the blind may need no interpretation. If graphics or diagrams are presented, the workshop planner should make provisions for the blind persons to be informed of the conceptual information.

Child Care: In organizing workshops, the planner should appraise the target audience as to the need for child care services. If this is a factor, the following variables should be considered:

- Providing child care for children who are normal
- Providing disabled children with sitters or caretakers trained to work with the disabled. The caretakers may provide services in the home if the child cannot be moved or in the workshop facility if architectural barriers are not a problem.
- Sitters should be trained and/or informed of proper first aid procedures.

Family interest and motivation: Focus primary planning and organizing efforts around involving families,(i.e., home visits, personal contacts, enlisting assistance of parent leaders at planning level, etc.) Bringing parents back into the decision-making at this point (the first being their input on the needs you now propose to address), is frequently the key to ensuring the desired attendance at the workshop. Given some responsibility for the design and format of the program, parent planners begin to share in the investment of making it a success. Concrete tasks and decisions such as selecting a suitable location for the workshop, times, dates, etc., how to handle child care and transportation needs, refreshments

and other basic planning logistics, involve the parent in identifiable activities which contribute to the overall quality of the workshop.

Staff planners must recognize at what level the parent wishes to be involved, and in what areas they have the most to contribute. Even parents who simply serve as "telephone" advisors are extremely valuable as sounding-boards for getting feedback on your planning. Parents willing to make calls to other parents, or announce the workshop at their PTA, parent group or association meeting, can combine essential workshop tasks with their own regular activities.

Staff interest and motivation:

Begin in-house training and orientation of staff as to the need for family involvement and education. Depending on your agency's commitment to providing family education programming, staff training/orientation might occur informally as you continue your workshop plans, with relevant staff being included in activities which relate to their role in the workshop. For example, clerical staff who will be handling written communication with participants or handling telephone inquiries, would benefit from attending one or more planning meetings.

However, if your family education efforts have a need for more basic agency support and understanding (funding, increased staff workload, etc.) then this in-house preparation must precede any further workshop plans.

Staff who are not directly involved with families (clerical, food service, custodial, transportation) also can make a valuable contribution to supporting and working with families. The effectiveness of their efforts would be much enhanced if facts about the needs of families were included in their training.

If you decide that in-house preparation is required prior to planning for family involvement, you might consider the possibility of consultants from outside the field of developmental disabilities (religious organizations, mental health, volunteer agencies, etc.), as well as other agencys' training resources for your staff.

Cost of Workshop

Revise workshop plan according to funds available, i.e., size, scope, trainers, etc., or seek out possible contributors or other ways to obtain funds (registration fee, bazaar, etc.)

BARRIERS ASSESSMENT CHECKLIST

1. What barriers have you identified?

2. Are they "logistical" (e.g., location for workshop, transportation, cost, etc.)?

3. Are they "motivational" (e.g., staff and agency support, parent interest, etc.)?

4. Are any of the identified barriers recurring ones for your program?

5. If so, what has been tried in the past? With what success?

Section E. IDENTIFICATION OF RESOURCES

Are there any organizations in your community which would be a resource for your workshop, e.g., bringing Planned Parenthood into a workshop on human sexuality; volunteer agencies for providing transportation?

Many generic services have mandates for providing technical assistance and training in given areas, and would welcome the opportunity to join a combined effort.

What in-house resources do you have? Staff with specialized training? Ample funding to bring in outside trainers, speakers, etc?

RESOURCES ASSESSMENT CHECKLIST

1. Are there other agencies performing similar or related training programs?
   - A. Would yours supplement? Duplicate?
   - B. Conflict?
   - C. Can you work together?
   - D. Are the training programs effective? (Do families attend?)

2. What are the staff resources within your own agency?
   - A. Who works most closely with the families?
   - B. In what ways are they currently involved with families?
   - C. Is there staff with specialized training?

C. What other resources are available to you?
   - A. Money?
   - B. Materials?
   - C. Equipment?
   - D. Library?

Section F. EVALUATION

The final phase in planning your workshop or inservice program is, of course, evaluation. Evaluation is also a process of gathering information or data. The analysis of that information will answer the goals of evaluation stated below:

- To what extent were the workshop objectives accomplished?
- What is the long term and short term impact of the workshop?
- How well was the workshop conducted?
- How well were the logistics of the workshop managed?
- What workshop sessions had the most impact upon the participants?
- What part of the workshop was done well and what was done poorly?
- What changes should or could be made which would improve the workshop?
- Did the participants acquire new skills or information they can utilize effectively?
- Was the money, time and effort spent by personnel justified?
- Are any follow-up meetings or another workshop needed?

In order to evaluate your workshop effectively you will want to design your own instruments or look at those samples (pages for revision according to your own needs. Listed below are considerations for the evaluation tools you might want to use. (Not all of these are needed as it would produce massive paperwork. The workshop planner should be selective in the evaluation process.)

1. Form for demographic data on participants: This type of information is needed to prepare a report of who attended the workshop

as well as provide a roster of participants for later follow-up or contact. Research oriented workshop planners may want to summarize and compile the information in the form of participant charteristics.

2. Individual or Group Pre- and Post Workshop Tests or Questionnaires: This tool is used to identify the skills of the participants as individuals or as a group prior to and at the completion of the workshop. This will determine what skills and information were acquired by the participants. It will also enable the workshop planner to determine if the objectives were accomplished.
3. Evaluation of the Session and/or Presentor: This data will be an indicator of the appropriateness of some sessions to the needs and interests of participants, how well the sessions were conducted, and how participants ranked some sessions in relation to other sessions. This can be done at the end of the entire workshop or at the end of individual sessions.
4. Final Workshop Questionnaire: This form will provide information regarding participant reactions to and assessment of things logistical and organizational in nature.
5. Follow-up Questionnaires or Surveys: Follow-up questionnaires could be designed to elicit information about the usefulness of the workshop and any additional support the participants may need. From the evaluation forms, the workshop planner should gather new ideas and suggestions to help make future workshops more responsive and effective to the participants described need.

CHECKLIST FOR EVALUATION

List what questions or goals of evaluation you want to answer.

List what format you will use for each evaluation tool (questionnaire, checklist, ranking, survey form, etc.)

Who will be responsible for the evaluation forms and for conducting the evaluations? Are they listed on the workshop planning sheet?

DEMOGRAPHIC DATA FORM/NEEDS INVENTORY

DIRECTIONS: Please respond either by checking the appropriate space or by writing a short comment.

1. Name or ID# _____ Date _____

2. Age _____

3. Please list your previous experience with handicapped children, ages 0 to 19.

_____

_____

_____

_____

_____

_____

4. What do you expect to get from the impending experience with the children and families you will be working with during the next six months. (Be honest and to the point).

_____

_____

_____

_____

_____

_____

_____

_____

_____

NOTE: This form can be expanded to include information such as sex, ethnicity, etc. which may be more relevant to the needs of your agency. However, the laws in your state regarding confidentiality should be consulted before asking more specific questions.

Pre/Post Workshop Survey

ID#_____

READ EACH STATEMENT AND PUT AN "X" IN THE APPROPRIATE COLUMN ON THE ANSWER SHEET. DO NOT MAKE ANY MARKS ON THE QUESTION SHEETS.

PLEASE ANSWER EVERY QUESTION

1. Disabled people are often unfriendly.
2. Disabled people should not have to compete for jobs with physically normal persons.
3. Disabled people are more emotional than other people.
4. Most disabled persons are more self-conscious than other people.
5. We should expect just as much from disabled as from non-disabled persons.
6. Disabled workers cannot be as successful as other workers.
7. Disabled people usually do not make much of a contribution to society.
8. Most non-disabled people would not want to marry anyone who is physically disabled.
9. Disabled people show as much enthusiasm as other people.
10. Disabled persons are usually more sensitive than other people.
11. Severely disabled persons are usually untidy.
12. Most disabled people feel that they are as good as other people.
13. The driving test given to a disabled person should be more severe than the one given to the non-disabled.
14. Disabled people are usually sociable.
15. Disabled persons usually are not as conscientious as physically normal persons.
16. Severely disabled persons probably worry more about their health than those who have minor disabilities.
17. Most disabled persons are not dissatisfied with themselves.
18. There are more misfits among disabled persons than among non-disabled persons.
19. Most disabled persons do not get discouraged easily.
20. Most disabled persons resent physically normal people.
21. Disabled children should compete with physically normal children.

22. Most disabled persons can take care of themselves.

23. It would be best if disabled persons would live and work with non-disabled persons.

24. Most severely disabled people are just as ambitious as physically normal persons.

25. Disabled people are just as self-confident as other people.

26. Most disabled persons want more affection and praise than other people.

27. Physically disabled persons are often less intelligent than non-disabled ones.

28. Most disabled persons are different from non-disabled people.

29. Disabled persons don't want any more sympathy than other people.

30. The way disabled people act is irritating.

Pre/Post Workshop Survey

ATDP - Form A

Answer Sheet
Form A

Code# _____

ATDP SCALE

Use this answer sheet to indicate how much you agree or disagree with each of the statements about disabled people on the attached list. Put an "X" through the appropriate number from +3 to -3 depending on how you feel in each case.

+3: I AGREE VERY MUCH
+2: I AGREE PRETTY MUCH
+1: I AGREE A LITTLE
-1: I DISAGREE A LITTLE
-2: I DISAGREE PRETTY MUCH
-3: I DISAGREE VERY MUCH

PLEASE ANSWER EVERY ITEM

(1)	-3	-2	-1	+1	+2	+3	(16)	-3	-2	-1	+1	+2	+3
(2)	-3	-2	-1	+1	+2	+3	(17)	-3	-2	-1	+1	+2	+3
(3)	-3	-2	-1	+1	+2	+3	(18)	-3	-2	-1	+1	+2	+3
(4)	-3	-2	-1	+1	+2	+3	(19)	-3	-2	-1	+1	+2	+3
(5)	-3	-2	-1	+1	+2	+3	(20)	-3	-2	-1	+1	+2	+3
(6)	-3	-2	-1	+1	+2	+3	(21)	-3	-2	-1	+1	+2	+3
(7)	-3	-2	-1	+1	+2	+3	(22)	-3	-2	-1	+1	+2	+3
(8)	-3	-2	-1	+1	+2	+3	(23)	-3	-2	-1	+1	+2	+3
(9)	-3	-2	-1	+1	+2	+3	(24)	-3	-2	-1	+1	+2	+3
(10)	-3	-2	-1	+1	+2	+3	(25)	-3	-2	-1	+1	+2	+3
(11)	-3	-2	-1	+1	+2	+3	(26)	-3	-2	-1	+1	+2	+3
(12)	-3	-2	-1	+1	+2	+3	(27)	-3	-2	-1	+1	+2	+3
(13)	-3	-2	-1	+1	+2	+3	(28)	-3	-2	-1	+1	+2	+3
(14)	-3	-2	-1	+1	+2	+3	(29)	-3	-2	-1	+1	+2	+3
(15)	-3	-2	-1	+1	+2	+3	(30)	-3	-2	-1	+1	+2	+3

SESSION EVALUATION FORM

DIRECTIONS: Please check the appropriate response for each question. Feel free to add comments/recommendations which might clarify your evaluation.

Recommendations/Comments

1. Did the presentation cover content appropriate to the subject?

   Yes _____ No _____ Undecided _____

2. Was the presentation action oriented: (i.e., could you apply what you learned)?

   Yes _____ No _____ Undecided _____

3. Was the content presented logically in an organized fashion?

   Yes _____ No _____ Undecided _____

4. Did the presentors seem to know their subject:

   Yes _____ No _____ Undecided _____

5. Were the presentors dynamic in their presentation?

   Yes _____ No _____ Undecided _____

6. Was there enough time given for questions and discussions?

   Yes _____ No _____ Undecided _____

7. If this presentation were to be given again, would you want more information on any specific area?

   Yes _____ No _____ Undecided _____

8. If this presentation were to be given again, would you delete anything?

   Yes _____ No _____ Undecided _____

9. Considering everything, how would you rate this presentation?

   Poor _____ Fair _____ Good _____

   Very Good _____ Excellent _____

37

SESSION EVALUATION FORM -- Page Two

10. What knowledge do you feel you have gained as a result of attending today's activities?

11. Do you feel proficient in implementing a volunteer program based on this model?

12. Do you believe additional training is required for you to implement a program based on this model?

    Yes _____ No _____ Undecided _____

13. In what areas would you require additional information or training?

14. What problems do you anticipate in implementing the program?

15. How may the project staff provide additional assistance to you?

NOTE: Omit Questions 11, 12 and 14 if not applicable to workshop.

FOLLOW-UP QUESTIONNAIRE

Dear Parent:

We are very interested in your perceptions of this family education experience. We need your comments and opinions to gauge our success. Therefore, please respond to the following.

1. Are you having problems--- YES NO

   a. Defining your child's role?
   b. Communicating with your child?
   c. Following up on your child's suggestions?
   d. Other (please specify):_____

   _____

   _____

2. If "YES" to any of the above, what kinds of help might the project staff, student volunteer coordinator or student volunteers provide?

   _____

   _____

   _____

3. What good things have happened since last month as a result of your involvement with the family education program?

   _____

   _____

   _____

4. Do you have any suggestions to help the project staff carry out the program as outlined for the duration of this project?

   _____

   _____

   _____

5. Comments:_____

   _____

   _____

   _____

Section G. DELIVERING THE WORKSHOP

The detailed plan for implementing a family education workshop which includes needs assessment, target audience, resources, barriers, and defined objectives should now be ready. In order to implement the plan and provide for the delivery of an organized well thought-out program, it would be beneficial to develop a time line. A time line will insure that the organizational efforts of the workshop planner reach fruition as each planning phase progresses. Time lines can be done in several ways: diagrams, flow charts, narratives, etc. On the following pages, you will find several sample time line charts for the first phase of a workshop plan -- identification of needs.

Chart One (page) is a very simplified version of a PERT Chart (Program Evaluation Review Technique). The time line indicating the number of days is at the bottom. Note the grouping of days is by four. Time can be indicated in any manner -- hours, days of the week, days of the month, or months if doing a yearly PERT chart. The activities are listed at the bottom. The time and activities are brought together by either solid or extended lines. At the top of the chart, activities are indicated within each circle. The sequential progression of one activity after another begins on the left hand side and follows to the right. The activities continue along the solid line until the culminating activity of 7.0.

The second chart (page), entitled simply "Time Line Chart" lists activities in the left hand column and the time line in the right hand column. Time is again indicated in hours, days, months, etc. If the activity to be performed is only one task, it is indicated by an X under the day it will be performed. If the activity will continue for over an extended period of time, it is indicated by a line with small dots indicating the beginning and ending days.

In charting time lines, one is able to visualize the amount of time to be spent and the number of activities to be carried out. To anticipate further planning, other columns can be added providing information as to persons responsible and resources needed for each activity (see Chart 3, page). This chart functions in the same capacity as the Workshop Planning Sheet (see page).

Now that the planning phases have been computed and all plans have been graphically represented, nothing remains except to provide the workshop or inservice program. Remember to continually assess the situation and determine what changes or modifications can be made so only the best can be provided for your participants. Good Luck!

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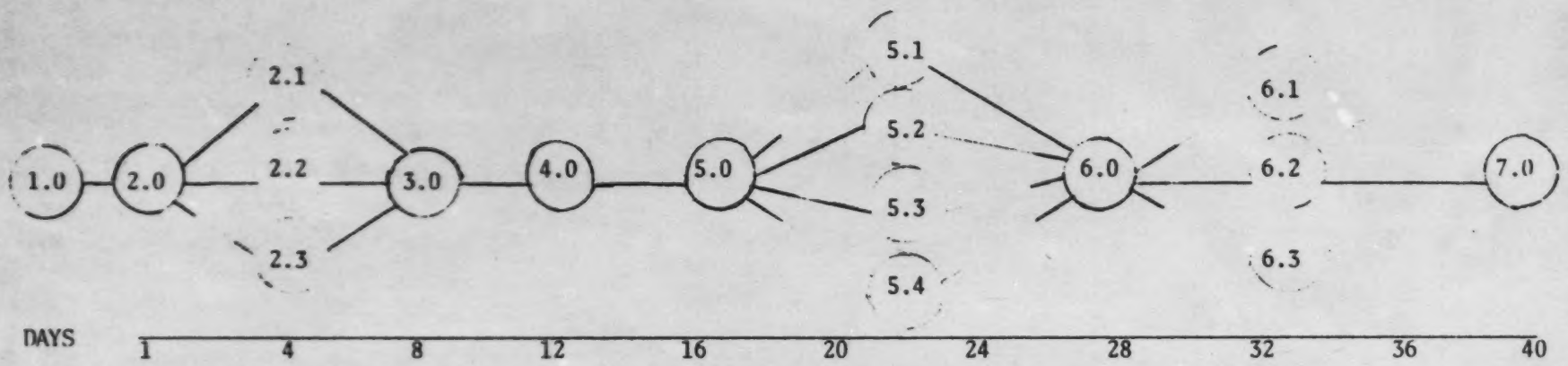
SIMPLIFIED PERT CHART



Activities for Identification of Needs

1.0 Define anticipated workshop audience.

2.0 Decide how you will gather the information.

- 2.1 Survey various forms & designs.
- 2.2 Determine most expedient & easiest survey to facilitate.
- 2.3 Choose format for particular use.

3.0 Decide what information you want from anticipated audience.

4.0 Design instruments to gather information.

5.0 Conduct needs assessment or survey. (choose survey questionnaire by mail)

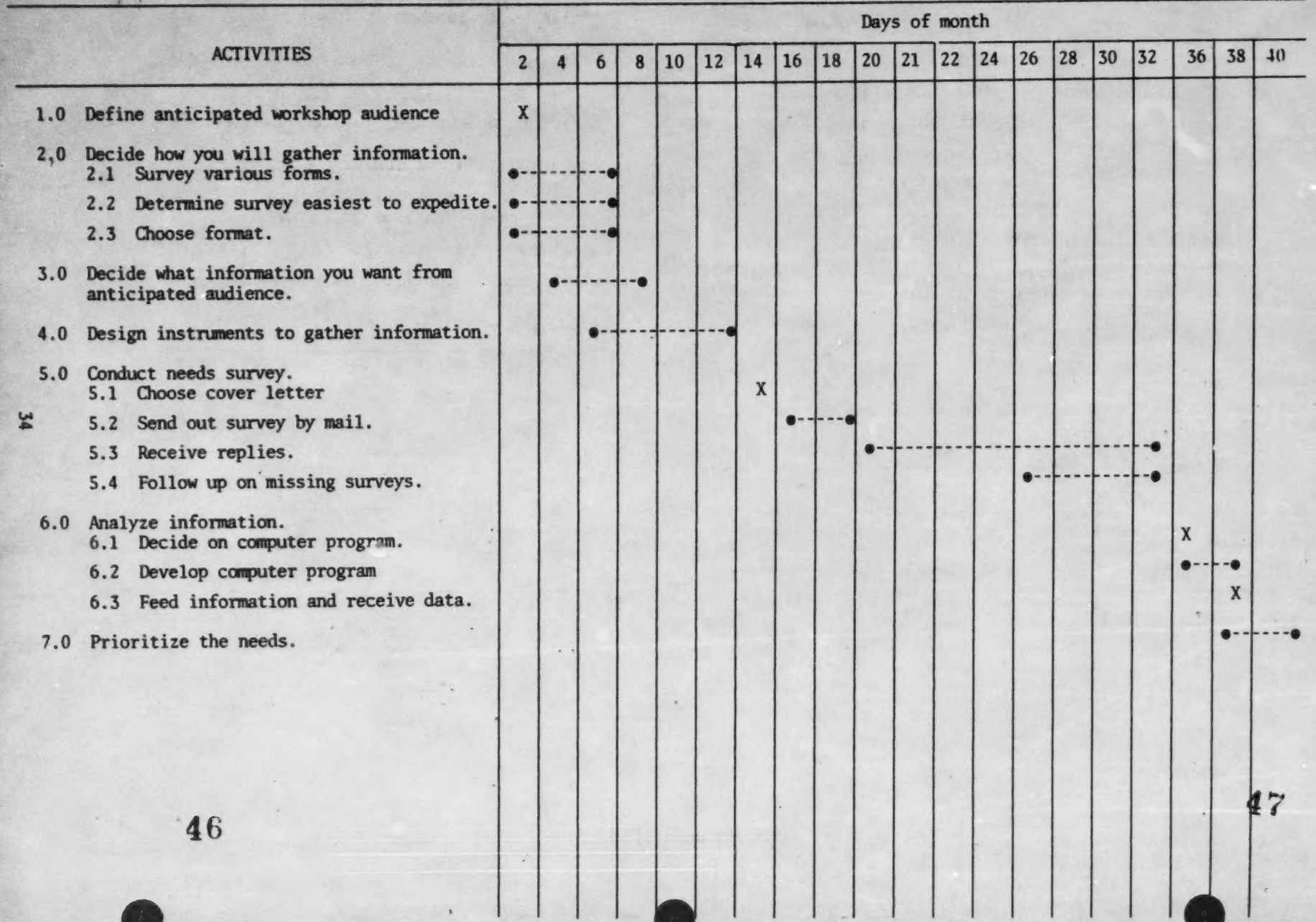
- 5.1 Design cover letter.
- 5.2 Send out questionnaire & information to anticipated audience.
- 5.3 Receive replies in mail or person.
- 5.4 Follow up on missing surveys by phone or person.

6.0 Analyze information.

- 6.1 Decide on type of computer program.
- 6.2 Develop program for computer.
- 6.3 Feed information and receive data.

7.0 Prioritize the needs.

TIME LINE CHART


ACTIVITIES
Days of month
2 4 6 8 10 12 14 16 18 20 21 22 24 26 28 30 32 36 38 40
1.0 Define anticipated workshop audience
2,0 Decide how you will gather information.
2.1 Survey various forms.
2.2 Determine survey easiest to expedite.
2.3 Choose format.
3.0 Decide what information you want from anticipated audience.
4.0 Design instruments to gather information.
5.0 Conduct needs survey.
5.1 Choose cover letter
5.2 Send out survey by mail.
5.3 Receive replies.
5.4 Follow up on missing surveys.
6.0 Analyze information.
6.1 Decide on computer program.
6.2 Develop computer program
6.3 Feed information and receive data.
7.0 Prioritize the needs.

WORKSHOP PLANNING CHART

Persons Responsible	Resources Required	Activities for Workshop	Time Line -- Days												
			2	4	6	8	10	12	14	16	18	20	22	24	26

Section II

INTRODUCTION TO SUGGESTED WORKSHOPS

The following section describes various approaches to family education workshops, with emphases on different aspects (i.e., audiences, topics, formats). All of the workshops have been field tested through actual presentations in the Washington, D.C. area, and have been evaluated as to content and effectiveness. Hopefully this will provide for you a guide for an improved workshop structure in which potential areas for special problems and considerations have been anticipated.

Two workshops are described as follows:

Parent Needs Assessment Workshop

This workshop, which was held in June, 1977 involved twenty-one parents from the metropolitan area of Washington, D.C. The description is intended to clarify the planning and organizational aspects covered in Section I. In addition, it describes the workshop as one method for conducting a parent needs assessment.

Sibling Workshop

In January 1978, Family Education Project staff of the Kennedy Foundation, and faculty and students from the Georgetown University Child Development Center, began exploring the possibility of cooperative projects involving siblings of developmentally disabled brothers and sisters. The exploration between the two agencies resulted in a joint sponsorship of a multi-faceted program consisting of two workshops and a six week interim period of home-based intervention carried out by student volunteers. The focus was on sibling education combining two different approaches to working with siblings: recreation and social work intervention.

Some revision of the workshops have been made in order to assist the reader in his/her planning efforts.

Parent Needs Assessment Workshop

PLANNING STAGE

Need
(by project)

As a start-up activity for this Family Education Project in determining what direction it would take in its training and technical assistance efforts, a family needs assessment workshop was held.

Goals

To identify needs experienced by families which could then be addressed through the grant activities.

Objectives

Identify and involve parents in the metropolitan area with the project (through membership on the advisory committee, future participation and/or assistance in other workshops, etc.)

Identify areas where the project could fulfill its training and technical assistance commitment.

Identify course content for incorporation into a proposed para-professional level curricula to be developed in family education.

Document workshop for development of guide on conducting family education workshops.

Target Audience

Selection of participants was based on obtaining the most representative grouping possible. This was achieved in the following areas:

- by catchment area, in this case, two states (Maryland and Virginia) and the District of Columbia
- by level of parent involvement in developmental disabilities issues (as indicated by membership in parent organizations, recognition by others as parent leaders, etc., as well as parents identified by referral sources as generally uninvolved)
- by disability (mental retardation, cerebral palsy, epilepsy, and autism)
- by age of child with disability (an age spread of 45 years)
- by economic status of family
- by residential status of child (in natural home situation or other residential facility, and those on waiting lists for out-of-home placement)

Identifying Resources

Parents were referred for the workshop through contacts made with parent organizations (Association for Retarded Citizens, United Cerebral Palsy, Epilepsy Foundations, Society for Autistic Children), public schools, health agencies, institutions, infant-education programs, diagnostic and evaluation clinics.

Telephone contact was then made, either by the referral agency, or directly by the Project to the parent.

Obtaining Family Interest and Motivation

In explaining the purpose of the workshop to parents, we asked them to consider three things:

1. What unmet or special needs were they currently experiencing as regards raising a child with a disability?

2. What were the general issues faced by family members (parents, siblings, disabled child, family as a whole)?

3. What training and education services for families could best respond to these needs and concerns?

This pre-workshop involvement was done through individual interviews with participants, sending informational packets about the family education project, and a pre-involvement questionnaire.

Identifying Resources

"Communication gets participation." Although none of the participants was met personally prior to the workshop, contact with each averaged three telelphone calls and two mail-outs (three, counting follow-up report to parents).

Additional communication was maintained with those agencies who had referred parents and the advisory committee.

Time-consuming, yes, but necessary because it served to involve parents in the development of the workshop.

Overcoming Barriers

It also identified barriers which had to be dealt with on a day-to-day basis.

Child care for individual families during the workshop was provided through a local respite care agency (Childcare Assistance Program for Special Children).

Transportation problems were met by matching parents geographically and forming carpools.

Also a central location, easily accessible from all three jurisdictions was selected.

Potential parking problems at the facility were avoided by obtaining parking permits for participants in advance.*

Detailed Plan

At this point, several members of the project advisory committee, which was assisting in the planning, were selected as workshop leaders.

This group developed the detailed plan for the day's workshop.

ORGANIZATION STAGE

In deciding on the day's format, consideration was given to:

1. What activities would be most conducive to participation and sharing by parents?

2. Flow and movement of the workshop beginning with parking convenience and detailed map for on-site location of meeting room(s), to movement of participants through sessions (a large workshop requiring concurrent sessions, that is more than one session going on at the same time, would track the sessions).

3. What were the workshop leaders most comfortable with in terms of their role?

It is essential to be thoroughly familiar with the physical layout of the facility to be used, what equipment will be needed (e.g., audio-visual, who will set it up and run it), other equipment like chairs, registration table, coffee pots, electric cords, etc.

Evaluation

What were the objectives of the workshop..

Were they met?

How ?

* We confess to not having anticipated a parking problem, and the result was that we had to interrupt the workshop and move our cars, a loss of approximately thirty minutes in a packed agenda.

1. Identifying and involving parents in project activities:

   - three parents added to advisory committee

   - siblings of six families attended later Sibling Workshop (described elsewhere in this Guide)

   - one parent assisted the project in implementing a Let's Play to Grow workshop and ongoing program at her child's developmental clinic

2. Areas for training and technical assistance

   - project sponsorship or participation in other area workshops

   - publication of Developmental Disabilities Digest containing directory of services in metropolitan area

3. Identification of course content for home-based program:

   - development of five modular curricula for utilization on a certificate level program or in a human services curricula as seminar/ practicum units

4. Development of Guide based on workshop experience.

SUGGESTED PARENT WORKSHOP TOPICS

The Family as Change Agent

Purpose: To address advocacy issues surrounding community programs (schools, day care, recreation, transportation, job opportunities, independent living, etc.) in order to provide families with a methodology for monitoring and changing human service systems.

Moving Out: Family Independence Training

Purpose: To provide families of disabled persons a philosophy and approach to assisting their child to achieve social and independent living skills, through increased understanding of the family's role in serving as a training ground for attaining basic survival and qualitative living skills.

Practical Considerations of the Young Family

Purpose: To assist families with the practical considerations related to raising a developmentally disabled child such as -- available community resources, financial management, wills and estates, medical obligations, educational issues, family planning, etc.

Sibling Workshop

INTRODUCTION

The Family Education Project was seeking to develop a sibling component to the family education training models being developed. The Social Work faculty at Georgetown was interested in providing a teaching and demonstration experience to field students and center faculty, comprised of nine professional disciplines, which would demonstrate Social Work practice beyond the clinical work at the center.

PLANNING COMMITTEE

The Sibling Workshop brought planners together from several different disciplines and agencies. In addition to the two sponsoring faculty members and the Social Work director at the Georgetown Center, four field placement students participated in the project as part of their semester's training module, which consequently enlisted the participation of their field work instructor. The family education project coordinator joined the Committee thus expanding it to an interagency endeavor, and as later developed, an interdisciplinary effort within the Kennedy Foundation.

At various points in the planning, community individuals were invited to attend as consultants, one example being a representative from a local parent group. Other parent input was received through extensive telephone contact, personal contact with parents who observed various aspects of the workshops for their children, and a parent meeting held midway into the eight week program.

GOALS AND OBJECTIVES

General consensus by the planning group was that the primary purpose of the program would be to give recognition to a frequently overlooked group of youngsters, provide them an opportunity to meet other children with similar experiences, and share concerns, information, and questions regarding handicapping conditions.

In developing the workshop goals for achieving this, the committee began with problem identification through surveying the literature. Information gathered from this research revealed that:

1. Literature on siblings in general is very sparse, and even more so on sibling in families with handicapped children.
2. Studies have generally focused on the parent-child relationship rather than sibling-sibling relationships.
3. Of the siblings' problems and needs identified, there is a wide disparity in conclusions and hypotheses.

In spite of these limitations, however, data collected from this retrieval effort was helpful and was supportive of much of what actually occurred at the sibling workshop.

Briefly summarizing this review of the literature search, problems and needs of siblings were identified as the following:

1. Ambivalent feelings towards the less able sibling.
2. Sibling guilt retarding their perceptions of the reason why the handicap had occurred and feelings surrounding this.
3. Sibling role tension, primarily evidenced in the oldest female child who generally assumed a much greater parent-surrogate role, and whose career and family decisions were influenced by this factor. Male siblings, on the other

hand, revealed a more distant relationship and lack of information about the handicapped child.

4. Rivalry for parental attention was exhibited by siblings who perhaps felt left out and were experiencing feelings of guilt, resentment, and shame in this. Psychosomatic complaints were evidenced as attention-getting through the role of another "sick" child.

The literature from which these "problematical" areas were drawn did, however, make some general speculation as to how these stress conditions might be alleviated: through a supportive, rather than destructive sibling relationship, open family communications, better education on disabilities, etc. More specific suggestions regarding beneficial interventions with siblings came from several actual projects which had focused on sibling training and support groups.

These studies demonstrated the importance of group experiences among siblings which allowed sharing experiences and feelings, identical to the parent groups who coalesce around their child's respective disability. The studies pointed out the benefits of training and education programs also, which responded to siblings' needs for accurate information on questions they might have as well as techniques for better coping and managing of the handicapped child; again, a key issue with parents themselves.

Committee members were continuously made aware of the remarkable sparcity of information gathered by input from siblings themselves. Much of the data was collected via the parents, and other data reflected sibling cases which were being studied due to the presence of an already existing problem.

One study discovered a wide disparity on some of the questions posed to siblings and their parents. Some of the more striking differences were:

I. 90% of the siblings wondered if their brother or sister would have a job when he grew up.
   50% of the parents felt the siblings worried about this.

II. 100% of the siblings worried about who would take care of his brother or sister after the parents die.
   30% of the parents felt siblings worried about this.

III. 80% of the siblings worried about what their brother or sister will do when they are out together.
   20% of the parents felt the siblings worried about this.

IV. 70% of the siblings worried about what their brother or sister would feel like when he began to understand he was retarded.
   10% of the parents felt the siblings worried about this.

Valuable ideas on approaches, special considerations, and workshop content was gathered, and although the studies were too disparate to form any conclusive picture on the "sibling of a disabled child," they served as guideposts on what might emerge in the discussions at the workshop.

Wanting to have the workshop respond from a positive perspective, the "problemmatical" sibling issues were refocused into a framework of goals which were stated in the following manner:

GOALS:

A. To address the questions and concerns siblings often have about their brother or sister.

B. To provide information regarding handicaps both in response to their questions and in broader areas.

C. To interact and share experiences with each other in order to gain support and learn about different ways of coping.

D. To increase pleasurable interactions between siblings and the handicapped child.

E. To further encourage family communications.

SIBLING WORKSHOP FORMAT

The Sibling Workshop was designed for youngsters age seven and older. The Committee met weekly to plan the program which would combine group discussions with experiential learning activities that addressed the following areas:

1. Factual information regarding handicapping conditions
   - causes
   - functioning levels
   - heredity
   - educational and community services for handicapped individuals
2. Behavior management
   - handling inappropriate behavior at home
   - going out in public
   - play and socialization with the handicapped child
3. Communication skills
   - explaining the handicap to friends
   - handling public reactions/embarrassing situations
   - communicating feelings/needs to parents
   - problem solving
4. Family relationships
   - awareness of sibling's position in family
   - understanding other family members' roles
   - developing new ways of relating

The activities developed around these selected topics included:

1. Pre-test during registration
2. Ice-breaker activities
   - for getting acquainted with one's group members
   - for clarifying purpose of workshop
3. Role play
   - hypothetical situation presenting behavior management problems for sibling (e.g., baby sitting)
   - behavior management techniques (e.g., reinforcing, ignoring, etc.)
4. Sculpturing activities
   - a "fun" family event
   - an "important" time for family
5. Post Test
6. Snack break

Sibling Workshop Agenda

1:00 -- 1:30 Registration and Pre-questionnaire

Most participants had pre-registered, and were listed on master sheets which had divided siblings into four age groups: 7-10 (two groups), 11-14, 15 and over. Attempts to keep the groups at between 8-10 siblings were somewhat thwarted when several unexpected children arrived, including a family with four children. An additional complication which arose from this was the necessity of putting several of those siblings from the same family into the same group. This seemed to inhibit the activities of those siblings particularly during role playing and family sculpturing sessions.

The pre- and post-questionnaires were numbered according to the child's number on the master list. In this way, they were easily coded for evaluation purposes after the workshop. These questionnaires were included as an additional measurement of the siblings' perceptions of their role in having a handicapped brother or sister.

1:30 -- 1:50 Icebreakers

In order for the participatns to achieve a level of comfort with their group, this initial time was spent in discussing what their expectations were for the day. Most stated that it was for the purpose of meeting other siblings with handicapped brothers or sisters which indicated that most of the parents had discussed the workshop with their children beforehand, since this was the way the workshop had been described to them.

One workshop leader, in eliciting discussion with her younger group about the day's events, asked them why, on a beautiful, sunny Sunday, were they spending their time there at the workshop. Response from the group on this indicated that the siblings were expecting to learn something that day, again demonstrating that the workshops intent had been communicated to families.

The four day workshop leaders assigned to the ice-breaker sessions stayed with that same group throughout the day, serving as facilitators.

1:50 -- 4:00 The workshop leaders rotated every forty minutes to a different group presenting their portion of the schedule of events:

"Babysitting Can Be Fun" (Behavior management)

"How Do I Say It?" (Communication skills)

"Have You Ever Wondered?" (Factual information)

"We're All In This Together" (Family relationships)

Several interesting vignettes came out of these sessions which serve as good descriptors of the activities carried out by workshop leaders:

Factual Information

In discussing causes of handicaps with one of the younger groups, the workshop leader mentioned that ear infections sometimes led to a child's developing a handicap. The underlined words are probably all that the children heard from that statement, and fortunately the other leader saw its effect, for she then asked the group, "How many of you have ever had an ear infection?" Every hand shot up.

Family Relationships

Sculpturing activities were used here and were led by social work staff who had been trained previously in this technique.

One sculpturing vignette involved having a child sculpt "an important time" for his family. When the family "statue" was completed, those who were part of the sculpture were asked what they felt was the "important time" they were depicting. Response was that it felt like a funeral. What the child had sculpted was the day his family had taken his brother to live in a residential facility.

Behavior Management

In setting up a role playing situation with a sibling where she was having to deal with her brother throwing food, discussion among the group revealed that several siblings did not know how to cope with such acting-out, and usually ended up participating in rather than alleviating the inappropriate behavior, in this case, throwing the food back at their sibling.

4:00 -- 4:15 Post-questionnaire

4:30 -- 5:00 Recognition and awards ceremony

Parents returned at this time with the child who had participated in the Let's Play To Grow program, and were joined by the student volunteers and the siblings coming in with their group leaders from the afternoon workshop.

Badge awards were presented to all of the children who had done any of the play guide activities with their sibling and/or student volunteer. Several of the volunteers and children did demonstrations on the skills mastered during the program.

Special recognition was given to the siblings whose group leader presented each with a certificate of participation in the Sibling Workshop. And the enthusiastic volunteers gave an impromptu cheer for the student leader who had worked with the Kennedy Foundation in setting up the volunteer component to the Let's Play To Grow program.

These festivities were followed by a reception in the main lounge of the Center.

Sibling Workshop

Sample Letter to Parent

Dear Parents:

We are planning a sibling workshop on _____ from to that is especially geared for brothers and sisters, ages 7 and older, of handicapped youngsters. The purpose of the workshop is to provide siblings with an opportunity to meet other children with similar experiences and perhaps questions that siblings often have about handicapping conditions. If you have siblings in your family, we would very much like to invite you to a parent's meeting on _____ at _____ in the _____ building (see directions enclosed). We will discuss the program in more depth and would like to hear your questions and ideas. We would also like to share with you information we have gathered from other sources.

As part of aiding our increased understanding of concerns that siblings do have, we are asking parents to complete the enclosed questionnaire. If you are interested in having your child or children attend the workshop but cannot come to the parents meeting, please mail the questionnaire back to us along with confirmation of your child's attendance. We do want to stress this workshop is for siblings only, but we would like the entire family to return at _____ for festivities and awards. If you have questions, please call _____.

We look forward to seeing you.

Sincerely,

Sibling Workshop

Parent Questionnaire

We would like to know if the siblings of the handicapped child in your family worry about the following items. From your perspective, please mark YES or NO in front of the numbered question.

MY CHILD WORRIES ABOUT:

Yes ___ No ___ 1. Whether the handicapped child will have a job when he/she grows up.

Yes ___ No ___ 2. Who will take care of the handicapped child if parents are unable to.

Yes ___ No ___ 3. Whether it would be better if the handicapped child lived in an institution.

Yes ___ No ___ 4. Whether the child's handicapping conditions will be inherited by one of my child's own children.

Yes ___ No ___ 5. Whether the handicapped child will be trouble as he/she gets older.

Yes ___ No ___ 6. Inviting people home because of the handicapped child.

Yes ___ No ___ 7. Having more responsibilities at home because of the handicapped child.

Yes ___ No ___ 8. The handicapped child interfering with family's plans.

Yes ___ No ___ 9. How the handicapped child when he/she begins to understand that he/she has a handicapping condition.

Yes ___ No ___ 10. What mother or father would think if he/she got mad at the handicapped child.

Yes ___ No ___ 11. When people use words like "retarded."

Yes ___ No ___ 12. Mother getting tired and cross because taking care of the handicapped child is so demanding.

Yes ___ No ___ 13. Parents' feelings about the handicapped child.

Yes ___ No ___ 14. Illnesses or problems that handicapped child has from time to time.

Yes ___ No ___ 15. Getting blamed for things when he/she and the handicapped child have trouble.

Yes ___ No ___ 16. What will happen to handicapped child in the future.

Yes ___ No ___ 17. The need to make up to my parents for having a brother or sister with a handicapping condition.

18. Other concerns: _____

_____

_____

19. Comments: _____

_____

_____

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Confirmation of Child's Attendance

to the

Sibling Workshop

_____ My non-handicapped child(ren) will attend the workshop

_____ My non-handicapped child(ren) will not attend the workshop

_____ Our family will return at 4:30 for festivities and refreshments.

Name(s) of non-handicapped child(ren) and ages

_____ _____

_____ _____

_____ _____

_____ _____

Address: _____

_____

Phone: _____

My handicapped child's name is _____

and his/her age is _____.

Sibling Workshop

Sample Letter to Sibling

Dear Sibling:

We are delighted you will be able to attend our workshop this _____, _____ at _____. We have a busy afternoon planned for you. We hope you will learn from it and, above all, have fun doing it.

Because ages range from seven to nineteen, we will place you in a small group of persons close to your age. Some topics we will work and play with are "Baby Sitting Can Be Fun", "How Do I Say It", "Have You Ever Wondered...?", and "We're All In This Together".

Because of very limited space we are asking that only siblings 7 and older come and that parents, after registering you, return at 4:30. At that time we will move down the hall for refreshments, awards, and a Let's Play To Grow demonstration which some of you have participated in and the rest of you will surely enjoy hearing about. Parents and handicapped child are asked to come directly to meet their child(ren).

Wear comfortable clothes and let us know if you have any questions. We look forward to seeing you.

Sincerely,

Sibling Workshop

Pre-Workshop Questionnaire

(*to be administered to sibling of handicapped child) Age: _____

Male: _____

Female: _____

1. I want to know how I can get along better with my sibling at home.

   Yes _____ No _____

2. I want to know how I can help my sibling learn things.

   Yes _____ No _____

3. I want to know how to play with my sibling.

   Yes _____ No _____

4. I handle my problems and concerns about my sibling mostly on my own.

   Yes _____ No _____

5. When I take my sibling someplace I worry about what he might do.

   Yes _____ No _____

6. I have to spend time with my sibling when I want to do something on my own.

   Always _____ Sometimes _____ Never _____

7. I wish I knew more about how to help my sibling.

   Yes _____ No _____

8. I feel funny when I notice people staring at my sibling.

   Always _____ Sometimes _____ Never _____

9. I resent the way my sibling interferes with my own plans and activities.

   Always _____ Sometimes _____ Never _____

10. I would rather people not know I had a handicapped brother or sister.

    Yes _____ No _____

11. I try to do well in school to make up to my parents for my sibling being retarded.

Always _____ Sometimes _____ Never _____

12. I wish my parents had more time for me.

Yes _____ No _____

13. I wish my parents would talk with me more about my problems and concerns.

Yes _____ No _____

14. It seems like our family spends a lot of time with my sibling and his needs, and not so much with me.

Yes _____ No _____

15. Since my sibling is handicapped, I would like for my parents to be able to be really proud of me.

Yes _____ No _____

16. I am asked to do so many things for my sibling that I have little time to do things for myself.

Yes _____ No _____

17. I wish my parents understood better how much I have to put up with from my sibling.

Yes _____ No _____

18. I fear that something may be wrong with me.

Yes _____ No _____

19. There are some things I'd like to talk to my parents about concerning my sibling but don't know how to bring up the subject.

Yes _____ No _____

20. I fear something may be wrong with my children.

Yes _____ No _____

Sibling Workshop

Post-Workshop Questionnaire

(*to be administered to sibling of handicapped child) Age: _____

Male: _____

Female: _____

1. I know how to make time spent with my sibling at home more meaningful.

   Yes _____ No _____

2. When I have concerns about my sibling I feel that I can handle most of them without my parents help.

   Yes _____ No _____

3. The amount of time that I must spend with my sibling bothers me.

   Yes _____ No _____

4. I feel that my needs are neglected because of my sibling.

   Yes _____ No _____

5. I have a good understanding about handicapping conditions.

   Yes _____ No _____

6. It bothers me that my sibling has a handicapping condition.

   Yes _____ No _____

7. I feel I need to do especially well to make up to my parents for my sibling's being handicapped.

   Yes _____ No _____

8. I am able to treat my sibling the same whether my parents are around or not.

   Yes _____ No _____

9. I understand why sometimes my parents do not have more time for me.

   Yes _____ No _____

10. I fear something may be wrong with me.

    Yes _____ No _____

11. I fear that in the future something may be wrong with my children.

    Yes _____ No _____

Sibling Workshop

Sample Parent Follow-Up Letter

Dear Parent:

We would like to extend our appreciation for your help in making the Sibling Workshop a worthwhile learning and sharing experience. Although we have not yet fully evaluated the program, we are able to say that the children appeared to be very involved in the discussions and were actively engaged with each other in asking questions, sharing experiences, and solving problems. We were particularly impressed that even younger children (ages 7 and 8) actively participated. It appeared that the afternoon just touched the surface and that there are children who might benefit from more of the same experience or some variation, such as a short term group that meets two to four times a month.

We had the children complete a pre-workshop and post-workshop questionnaire. When we examine them and arrive at some general findings about the sibling group as a whole we will share them with you.

There are a few things we would like to know pertaining to your own child(ren)'s experience and needs, and would appreciate it if you would spend a few minutes answering the questions on the enclosed paper and then mailing it back to us, or calling me, as I would like to talk with each parent to hear your ideas.

As of today, we have not specific plans for the future, but we are aware of a strong interest from the parents regarding the siblings and would consider developing further programs depending on the suggestions you have regarding the type of program the parents think would be relevant and helfpul for your family -- one that you'd be able to support in the way you supported the previous workshop.

Sincerely,

Sibling Workshop Follow-Up

Questionnaire to Parents

Please use reverse side of page if more space is needed.

Name: _____

Address: _____

_____

Phone: _____

I. Regarding the "Parent" questionnaire sent to you when you were first notified of the Sibling Workshop:

a. Did you complete it yourself? _____
Or give it to the children to complete? _____

b. Did you sit down with your children and ask them to answer? _____

c. If you and your children completed it together, would you comment on what that was like for you, i.e., was it the first time you had discussed some of the issues?

_____
Perhaps they were always openly discussed. Was it helpful to you? _____ or irrelevant? _____

Comments:

II. Regarding the workshop

a. Did you insist your child(ren) come? _____

b. Did they seem to want to come despite the normal nervousness they may have felt? _____

c. Did they think it was too long? _____ too short? _____

d. Please comment on your perceptions of your child(ren)'s experience at the workshop.

III. Since the workshop

a. Do you feel it was at all beneficial for your child(ren)? Why or why not?

_____

b. Do you think your child(ren) were troubled by any part of the workshop? _____

c. Has there been an increase in communication at home around sibling concerns?_____

In what way?

IV. Which of the following programs would you be interested in? Check as many as you like and please comment.

_____ a. A follow-up parents meeting to discuss the workshop and general findings.

_____ b. A similar workshop for the parents.

_____ c. A Let's Play To Grow program for parents, for your children or both.

_____ d. A short term (8 week) group for your child to further discuss issues of behavior management, communication, factual information, vocational/educational concerns.

_____ e. Family consultation with a professional social worker regarding your child(ren)'s and/or family concerns.

_____ f. Counseling on a regular basis for your child(ren).

_____ g. A second workshop next year with similar format.

_____ h. Your own suggestions and comments.

Comments: